DOCUMENT RESUME

ED 130 508 FL 007 944

TITLE	Second Language Learning as a Factor in National Development in Asia, Africa and Latin America. Language Information Series, No. 1.
INSTITUTION	Center for Applied Linguistics, Arlington, Va.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	61
NOTE	25p.; For related document, see FL 007 941
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Developing Nations; Economic Development; *English (Second Language); French; International Programs; Language Instruction; Language of Instruction; Language Planning; *Language Role; Multilingualism; Official Languages; *Second Language Learning; *Second Languages; *Surveys
IDENTIFIERS	Africa; Asia; Latin America

ABSTRACT

The Survey of Second Language Teaching was conducted in 1959-1961 to investigate the nature and extent of the problem of second language learning in developing nations. This document summarizes the survey. It identifies the second language factor in national development, discusses the nature and extent of its problems and surveys the resources available to cope with the problem. English or French is often needed in developing countries for internal communication in multilingual areas, for transmission of science and technology and for international communication. The language situation in Asia includes: multilingualism, existence of one major national language, diglossia, low literacy, and the use of English and French as working languages and mediums of instruction. Africa is characterized by a multiplicity of languages and low literacy; English and French are often the languages of instruction and a means toward progress. In Latin America, a European language is the official language of each country, although Indian languages are widely spoken. The resources in second language education in major English- and French-speaking countries are also outlines. Recommendations are made concerning second language teachers, foreign students, linguistics training, educational coordination on domestic and international levels, individualized country plans, regional centers, teaching methodology and linguistic research. (CHK)

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ED130508

Language Information Series · 1

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second language learning

as a factor in national development in Asia, Africa, and Latin America

summary statement and recommendations

of an international meeting of specialists held in London, December 1960

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Center for Applied Linguistics of the Modern Language Association of America

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LANGUAGE INFORMATION SERIES

1. Second Language Learning as a Factor in National Development in Asia, Africa, and Latin America (1961, 50 cents)

2. Non-Standard Speech and the Teaching of English, Edited by William A. Stewart (1964, 50 cents)

First printing September 1961

Second printing July 1964

Published by the Center for Applied Linguistics
of the Modern Language Association of America
1755 Massachusetts Avenue, N.W., Washington 36, D.C.

Price 50 cents

introductory note

THIS STUDY is one of a series of documents resulting from the Survey of Second Language Teaching conducted by the Center for Applied Linguistics of the Modern Language Association of America during the period December, 1959 - March, 1961 under the provisions of a special grant from the Ford Foundation for this purpose. The aim of the survey was to investigate the nature and extent of the problem of second language learning as a factor in national development in countries of Asia, Africa, and Latin America. It was carried out with the advice of an informally constituted international group of specialists in the field and in active collaboration with the British Council, the French Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde, the Commonwealth Office of Education in Australia, the English Language Education Council, Incorporated, of Japan, and other institutions and individuals in the United States and elsewhere.

One aspect of the survey was the collecting of descriptive data about specific countries and regions. It brought together an extensive body of information about the present position of second or additional languages, especially English and French, as well as about the present extent and status of training in such languages, methods of training, available and potential resources, and current efforts to strengthen those resources. Over sixty country and regional reports were prepared, papers were drafted assessing the activities of resource countries such as Great Britain, France, the United States of America, Canada, and Australia, and a considerable amount of additional information was accumulated in the files. Another aspect of the survey was concerned with bringing together the professional evaluations, opinions, and recommendations of individuals and organizations currently involved in the problem of second language teaching.

The present document is based on this entire complex of the experience of the survey. The first draft of the major part

of this document was prepared at the meeting of the international group of specialists which took place in London on December 13-14, 1960. The list of participants at that meeting is given below. Those named did not officially represent the agencies or organizations with which they are connected but were attending in their capacity as specialists in the field. At the meeting the group directed the Center for Applied Linguistics to prepare a second draft incorporating points made in the discussion and enlarging somewhat on the material of the first draft. This was done and the second draft was circulated by mail to the members of the group for their comments. The comments received from the various specialists in large part determined the form and content of this final version.

Thus, the views expressed in this study represent a consensus of international professional judgment. These views do not, of course, in every instance coincide with those of all who collaborated in the survey, and they cannot be interpreted as representing the views of the Ford Foundation. Accordingly, the Center for Applied Linguistics accepts full responsibility for the opinions expressed in the document, including any errors of fact or interpretation which may have been included.

It should be noted that this document deals with only some of the many complex factors which determine language policies, viz., those connected with language use and language learning. Certain critically important factors for any program planning in language teaching, such as political and socio-economic environment, are dealt with only marginally or not at all.

Charles A. Ferguson
Director
Center for Applied Linguistics

June 1961

PARTICIPANTS IN THE DECEMBER 1960 MEETING IN LONDON

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summary statement

IN MANY countries the use of one or more additional languages by a large segment of the population is an important factor in the economic, social, and educational development of the nation. From country to country there is, however, considerable variation with respect to the additional languages used, the purposes for which they are used, the nature of the local language situation, and the means of instruction available.

The purposes of this summary statement are to identify this language factor in national development, to discuss the nature and extent of the problem it poses, and to survey the resources available and efforts currently being made to cope with the problem.

THE LANGUAGE problem in development stems from at least three communication needs which are increasingly being recognized both in the developing countries themselves and in other countries aiding in their development: internal communication, transmission of science and technology, and international communication.

Internal Communication. In a multilingual country—and most of the nations of Asia and Africa are multilingual—there is need for one or more common languages for government administration, for business communication, and for the mass education at all levels which is the present demand of such countries.

Science and Technology. In all the newly developing countries there is a strong desire to have access to the scientific and technical knowledge of the modern world, and the rapid political changes now taking place in some areas are marked by a demand, often competitive with other new nations, for acceleration of the modernization process.

International Communication. Nations formerly relatively isolated, either by dependence on a foreign power or by the accidents of their own history, now wish to enter the international scene and establish effective channels of communication with other nations.

In some countries the immediate, urgent problem is the increased learning of one or more local languages. But in all the developing countries one important part of the language problem is the need for increased learning of a language of wider communication (LWC) such as English or French, and in some of the developing nations this is the most urgent problem. The need is increasing rapidly while in many areas the resources available, especially the supply of competent teachers, are diminishing.

English is by far the most important of the LWC's, and there is an increasing demand for English even in areas where French is the dominant LWC. This does not mean, however, that French is vanishing. In some areas the number of speakers of French is actually increasing; where it is a working language or language of education it will remain important for some time; in certain areas (e.g., Latin America) it remains a prestige language even though increasingly large numbers of people are studying English for other reasons; and in certain English-speaking territories (e.g., in West Africa), there is a new demand for French.

It should be noted, also, that the use of Arabic is spreading to a limited extent (e.g., in the Sudan), where there is a tendency for it to replace English. In countries having a Moslem population (e.g., Pakistan, Indonesia), where traditionally there has been a strong religious interest in Arabic, there has been in recent years an increasing interest in contemporary Arabic as a language of communication.

ASIA (including, for the purposes of this summary statement, the countries of North Africa)

1. Almost every country of Asia has at least one major national language to which national or regional sentiment is strongly attached and which is already widely used in education. The language generally makes use of a writing system other than the roman alphabet and has a sizeable literature with a history of several centuries,

including poetry and religious works. Only five Asian countries use a variety of the roman alphabet for their national language: Turkey, Malaya, Vietnam, the Philippines, and Indonesia.

Every such national language is imbedded in a cultural matrix which differs in striking ways from the cultural matrix of European languages, and the language is intimately related to this matrix.

2. Many countries in Asia are characterized by multilingualism, i.e., the presence of from two to a dozen major languages. Such countries are Morocco, Iraq, Iran, Burma, China (Taiwan), Nepal, Malaya, Afghanistan, Pakistan, India, and Ceylon. The last four countries listed have more than one language in official use.

3. In the major languages of Asia the creation and acceptance of technical terms and of syntactic devices required for the treatment of modern science and technology frequently constitute a serious problem.

4. Several major Asian languages show diglossia, i.e., sufficient divergence between the literary standard and the ordinary spoken language to constitute a serious educational problem. Examples are Arabic, Bengali, Tamil, and Cambodian.

5. In the countries of Asia, apart from Japan, the literacy rate is low, less than 40% of the inhabitants in most countries being able to read and write in any language. In all these countries there is strong pressure for mass education and universal literacy.

6. English and French are commonly taught throughout Asia. In some countries they are taught on the adult level and as subjects in school; in others they are also used as the medium of instruction. For education up to the level of the B.A., however, there is a tendency to shift from the use of English or French to a local language as the medium of instruction. This shift is now apparent in Ceylon, India, Pakistan, Burma, Malaya, Vietnam, and Cambodia.

In most countries of Asia where higher education exists it is largely or even exclusively in an LWC. In many countries there is a pattern of sending specialists abroad for advanced study. Students at universities,

especially in countries in the process of changing the medium of instruction from an LWC to local languages, are becoming less able to use the LWC at the necessary level of competence.

7. In certain countries English or French at the present time continues to serve as a working language, being the usual language of parliament, high courts, post and telegraph, rail-road operation, and government publications. Often certain nationals of the country are unable to communicate with other nationals except through the LWC, English or French. English is a working language in Pakistan, India, Ceylon, Malaya, and Singapore; French is a working language in Vietnam, Laos, Cambodia, and Morocco.

8. In several of these countries, e.g., Ceylon and Malaya, language conflicts exist as to the relative position of several local languages in education and government. These conflicts have serious political implications and hamper the successful adoption of a single local language as a national unifying force. In such cases, an LWC may be especially important as the common linguistic bond on a national scale.

9. In several countries of Asia, i.e., India, China (Taiwan), Japan, and to a lesser extent Indonesia, Pakistan, and the UAR, there is a small but growing corps of specialists in linguistics and related fields able to contribute significantly to the solution of some of the language problems in their own or other countries. These specialists can take the lead in the development of programs of linguistic research and training in universities and can serve in an advisory action capacity in government efforts to cope with language problems. They are, however, relatively isolated and for the most part neither deeply interested in "applied" problems nor strong enough in institutional backing to make their influence widely felt.

AFRICA (limited, for the purposes of this summary statement, to Sub-Saharan Africa)

1. Africa is characterized by a multiplicity of languages. Almost 1,000 different languages are spoken, of which only about 50 are spoken by half a million or more speakers,

and no language spoken has as many as 10 million speakers. Not one is a major world language; most have no written form.

Of those that are written most use the roman alphabet. Amharic and Tigrinya use the Ethiopic alphabet, a few use the Arabic script, and several in West Africa use locally devised writing systems.

2. Most countries and dependent territories of Africa have no dominant national language to serve the needs of general communication. In some cases a local lingua franca is widely used across speech communities (e.g., Swahili in parts of East Africa, Hausa in Northern Nigeria and neighboring areas). In a number of instances speech communities cut across political boundaries. A few nations have a dominant language, e.g., Amharic in Ethiopia, Somali in Somalia, Arabic in the Sudan and Mauritania, and Malagasy in the Malagasy Republic, but even several of these are not spoken by a majority of the population. In at least one case a creolized language (Krio in Sierra Leone) plays an important role.

3. In most nations of Africa, the language of national unity is English or French. It is the language of government, commerce, and education, and it is used by members of various speech communities for intercommunication. Generally, only a small minority of the population, however, has a good working knowledge of English or French.

4. In the countries of Sub-Saharan Africa, the literacy rate is generally low, less than 20% of the inhabitants of most countries being able to read and write in any language.

   The literacy rate is higher and is rapidly increasing in certain countries (e.g., 80% of all children of school age are in schools in Ghana). This increase is made possible by pressing untrained teachers into teaching, especially the teaching of an LWC, and there is a direct relation between the rapidity of growth of primary education and the deterioration of the standard of the LWC in these countries.

5. Most of the formal education takes place through the medium of English or French. In English-speaking territories, English is introduced as a subject in the first years of primary school (usually at Standard III,

though the practice varies) and subsequently used as the medium of instruction. In French-speaking territories, French is the medium of instruction from the very beginning and English is taught as a subject in secondary schools. Modern methods in the teaching of English or French are not in common use in African schools.

Much of the teaching, particularly in secondary schools, is done by expatriates, more so in the French-speaking territories than in English-speaking ones. The many French teachers of French and English form an especially important resource. In English-speaking territories, as a rule schools beginning at the secondary school level are staffed either by British personnel (to a diminishing extent) or local personnel degree-trained in the United Kingdom.

The number of teacher-training institutions varies widely from country to country (government schools more or less in accordance with the wealth of the territory, and missionary schools in accordance with the strength of missionary movements), but even in the most developed countries the number is small: the dearth of local resources in Africa is part of the dearth of educational facilities as a whole. English-speaking territories tend to have more educational facilities than French-speaking ones.

Apart from the teaching of English and French described above, and the use of certain other languages as media of instruction at the lower levels, the teaching of modern languages is almost non-existent.

6. Centers for language research and/or experimentation in teaching exist at the University Colleges of Ibadan and Ghana and at Makerere College; there are also special research centers in Nairobi and at Bakt-ar-Ruda in the Sudan.

7. Political changes in Africa may be expected to have important effects on language policy. Some significant trends can be noted:

   (a) Although nationalism in other parts of the world (e.g., South Asia) is marked by a language policy shift toward local languages, this does not seem to be the case to the same extent in Africa. Instead, countries are fostering and continuing the use of English and French.

(b) Pan-African movements are marked by a need for communication between the essentially English-speaking and French-speaking territories. Many countries have expressed a desire to teach the other European language at the secondary and higher levels: French in Ghana, Nigeria, and Liberia, and English in the former French territories and in the Republic of the Congo (Leopoldville).

(c) In the newly independent countries there is increasing concern with keeping up standards of English and French as educational and other changes are made.

(d) In certain countries with a substantial Moslem population, there is some interest in fostering more widespread use of Arabic. The Sudan, the United Arab Republic, and Morocco are concerned with the problems of teaching Arabic in countries of Sub-Saharan Africa.

(e) In several countries, moves are being made to introduce English at an earlier level. For example, Ghana is now fully committed to the use of English as the medium of instruction from the first year of primary school and French-speaking Guinea has made English obligatory as a subject in primary school, although neither country has the teachers to implement these decisions at this time. In Guinea alone, almost all the approximately 300 primary school teachers now in the schools would need to be trained in English and in methods of teaching if indigenous teachers were to be used in putting the program into effect.

LATIN AMERICA (including, for the purposes of this summary statement, all Caribbean territories)

1. In every Latin American country, the official, national language is a European language: Portuguese in Brazil, French in Haiti, English in the Federation of the West Indies, and Spanish elsewhere.

2. In several areas the prevalence of a creolized language poses a problem. There is a creolized form of French in Haiti, creolized forms of English in the Federation of the West Indies and Surinam, a creolized form of Portuguese in parts of Brazil, and Lucumí (from Yoruba) in Cuba.

3. In several countries a substantial portion of the population speaks Indian languages (e.g., Mexico, Paraguay, Peru, Guatemala and Brazil). In Paraguay and Peru over 40% of the population speak Indian languages. Efforts to raise the level of education among the Indian population sometimes begin with an attempt to raise the level of literacy in the Indian tongues (Mexico, Peru).

4. English and French are widely taught in secondary schools and on the adult level. French is traditionally a prestige language, but English is becoming increasingly important in all countries, especially (a) for advanced education in technical fields and (b) for business dealings with and travel in the United States. Training for these "practical" purposes generally takes place outside the educational system in commercial schools and activities supported by foreign organizations.

5. Education is generally available for only a small part of the population. The percentage of youth of secondary school age in school is not more than 10% in many countries. The over-all literacy rate is approximately 60%.

6. In many countries, teachers in secondary schools, including language teachers, teach by "courses" at one or more schools. Many teachers are uncertified; often they are persons with some knowledge of English but without professional training. The language teachers do not form an organized professional group.

7. Private schools play an especially important role in the educational system. One of the attractions of these schools is the more effective teaching of languages. In some schools English (or French or German) may be the language of instruction at least part of the time. In many of the countries there are more private than government secondary schools.

8. In many countries the absence of suitable textbooks is an important problem. In certain areas adequate materials exist, but are too expensive under local conditions to permit wide-spread use.

9. A small nucleus of linguists exists in Latin America, but their efforts have been expended mainly in the line of Romance philology and Indian languages. Up to this time these local linguists have shown little active interest in the application of linguistics to the methodology of language teaching.

RESOURCES

1. The resources available to meet the increased demand for second language teaching are extremely limited from the standpoint of trained personnel, institutional development, research, and materials. The problem is one of long-term development in which final reliance must be placed on local teachers and local institutions. Certain Western nations have technical knowledge and material resources which could be used as aids to other nations in their own development. The resources of both the "need" countries and the "resource" countries must be assessed, increased, and carefully deployed: any short-term efforts must be planned as stop-gap measures related to long-term institutional development in the countries of Asia, Africa, and Latin America.

2. Great Britain, France, Belgium (and others) for many years have had second language activities overseas, both through schools established or supported by the governments or missionary groups and through organizations such as the British Council and the Direction Générale des Affaires Culturelles et Techniques and l'Alliance Française. United States activities, until recently, were largely through four United States Government agencies, missionary groups, and private schools and colleges.

3. In the last few years, special concentrated efforts have been under way, especially in a number of countries in Asia, to cope with the need for improving the quality and increasing the quantity of second language teaching. Many of these new efforts have the support of foreign

or international organizations. Examples of country projects and supporting organizations are Japan (Ford Foundation, Japan Society, and English Language Education Council, Inc., and indigenous group), Afghanistan (International Cooperation Administration), Indonesia (Ford Foundation, Australia, and British Council), Morocco (French Government), India (British Council and Ford Foundation), Pakistan (British Council and Ford Foundation), the Philippines (Rockefeller Foundation), and the UAR (Fulbright, and the Rockefeller Foundation). These country projects differ from each other in immediate objectives and administration, but in general are characterized by the presence of specialists from the resource countries, the preparation of new teaching materials, and a focus on training of local teachers of English, both in their home countries and in the resource countries. Also included in these efforts are a graduate linguistics program recently set up in Indonesia, and the training at American universities of a core of linguists from the UAR and teacher trainers from Japanese universities.

4. In these resource countries, the role of the government in second language teaching activities varies. In France, activities are largely governmental and with centralized control; in Great Britain, activities are both governmental and non-governmental but chiefly with government financing; in the United States, activities are carried out by five government agencies and numerous private organizations.

   In Great Britain, the Colonial Office has responsibility for education (largely through the medium of English) in colonies, and the British Council operates in the other areas of the world. The Council, in carrying out its various activities in English language teaching, also serves as an coordinating body.

   In the United States, English language activities in the government agencies are carried out as integral parts of other programs (e.g., cultural activities, technical assistance to education, etc.) and are closely tied to the broad objectives of each agency. A small core of English language specialists exists within each government agency, but the major portion of the activities are carried out indirectly by universities and certain private organizations on a contractual basis, by direct

contracts with individuals on a one-year exchange basis, and by direct hire of Americans or local nationals in countries overseas. American foundations provide financial assistance to specific projects but rely heavily on universities and other organizations for actual operations. Private schools and colleges, missionary schools, and numerous other private organizations in some instances draw on their own resources for their activities in English.

5. Considerable second language teaching takes place in programs for immigrants. Australia has a unified national Government program for new Australians and much of the work in English language teaching stems from this program. Programs for immigrants in the United States and Canada are carried out on local levels, mostly on an ad hoc basis accompanied by little research, production of materials, or professional training.

6. There are training programs in second language teaching in institutions of higher education in the United States, Great Britain, and France. Most of these programs have a substantial enrollment of foreign teachers.

7. Courses to enable foreign students to improve their proficiency in English are generally available at universities in the United States (elementary to advanced levels), and in universities and by correspondence in Australia (often designed for specific technical fields of study). Courses will also be available at the new English Language Institute in Wellington, New Zealand. These are courses for foreign students during the academic year in all French universities and in certain special centers; there are intensive courses in several universities and at the Centre de Recherche et d'Etude pour la Diffusion du Français.

8. A variety of materials for use in second language teaching has been prepared by the resource countries. In the United States, emphasis has been on textbooks for adults, some of which are linguistically oriented. A number of important works, such as those by Fries, have had widespread influence on the field. Among British writers the emphasis has been on texts for schools and supplementary readers based on vocabulary grading. Works on methodology, such as those by Palmer, French and Gurrey, have also been

important. In Australia, materials for adult immigrants as well as materials for use by radio intended for Indonesian students have been significant. Professional journals in the second language field have also been produced by all three resource countries. In France, materials based on "français fondamental" (see below) and audio-visual materials, especially films and film strips, have been prepared.

9. Significant research underlies the language programs and materials of the resource countries. This research covers a wide range, including research on proficiency and aptitude testing, programmed learning, etc. Certain aspects have been emphasized by the different countries, however, which are worth noting: the United States has been the most concerned with linguistic analyses and contrastive studies; Great Britain has stressed research relevant to practical language teaching problems, literature and special uses of English, with growing activity in linguistic research as well; Australia has been concerned with research in comparative studies and teaching techniques; France has done considerable research in the determining of fundamental vocabulary and grammatical structures ("français fondamental") and in the use of audio-visual methods; Canada's activities include important linguistic and psychological research with special reference to bilingualism.

10. In the resource countries, research and training in foreign languages, especially the languages of Asia and Africa, are directly relevant to the teaching of English as a second language. Centers of such studies constitute a valuable resource in that their linguistic research, language specialists, and accumulated materials can be directed to the problems of teaching English to speakers of the languages under study.

11. In at least three of the resource countries, moves have been made to facilitate the coordination of second language activities on a national scale: the Center for Applied Linguistics was established (1959) in the United States; the Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde and the Comité de Coordination des Stages pour l'Enseignement du Français, Langue Etrangère, were formed (1959 and 1961) in France; and an English-Teaching Information Centre has been set up (1961) within the British Council.

recommendations

1. Professional Status. It is essential to recognize in all resource countries that teaching the native tongue as a language of wider communication (LWC) is not done effectively by amateurs. It requires special training, stable career patterns, specific research, and professional organizations. It should be recognized as a specialized branch of the teaching profession.

   In the United States, for example, policies leading to greater uniformity of career opportunities, long-term career security, and national professional organization should be developed and supported.

2. Foreign Students. In every resource country the education system must accept the responsibility of integrating into the system otherwise qualified foreign students whose command of language is inadequate. (The U.S.S.R. normally provides one year of language training to foreign students.) In many cases extended periods of language study may have to be required prior to or along with higher education.

   In Great Britain, for example, policies leading to action on the improvement of foreign students' proficiency in English should be developed.

   This responsibility extends to the development and administering of programs of proficiency testing. Universities with examination responsibilities outside the country must employ adequate procedures for testing the ability to use an LWC as the medium of study.

   In the United States, for example, policies leading to widely accepted procedures for determining English language proficiency and standards required for university level study should be supported.

3. Teachers. The survey makes evident that the combined personnel of all the resource countries will not be able to meet the present demand for trained teachers of LWC's. Major emphasis must be placed on the preparation and training of local nationals as teachers.

   The low status and low standards of language teachers in many areas must be raised. Remuneration according to defined and graded professional qualifications, within the regular educational system, must be encouraged and aided.

   Training of new teachers and in-service training of existing teachers should normally take place within the teachers' country. This is less expensive, provides more realistic possibilities of demonstration and practice teaching, and can be more easily integrated into the educational system.

   The use of training seminars of limited duration staffed by personnel of appropriate resource countries should be extended and improved.

4. Trainers of Teachers. The immediate needs and the long range problem of increased teaching of LWC's for the coming decades demand the rapid development of a substantial number of qualified individuals to train teachers who will in turn be trainers of teachers.

   In the first instance, cadres of local nationals must be developed who will be qualified to train local teachers to plan and administer local programs of instruction, and to plan and carry out programs of research and preparation of materials appropriate to their countries.

   In the second instance, and this may be the most critical recommendation of the list, the resource countries must each develop a body of highly qualified experts who will devote their entire careers to dealing with language problems in various countries and in particular with the training of foreign teachers of LwC's. For Great Britain alone the number of such individuals needed over the next decade has been estimated in the hundreds.

5. Linguistic Training. Appropriate studies in linguistics should be introduced into the teaching of the mother tongue and foreign languages at the undergraduate level.

Appropriate studies in applied linguistics should be part of the education of teachers of English and French. Advanced work in linguistics and language study should be strengthened in many of the universities of resource countries.

6. Matching Studies. In order to take maximum advantage of limited availability of expert personnel and library resources as well as of continuity of operation, close relationships must be established in the resource countries between programs of study of foreign areas and programs of training for the teaching of LWC's to nationals of those areas.

   In the United States, for example, policies which lead to having programs of African language and area studies and programs of training African teachers of English in the same universities should be supported.

   In France, for example, policies leading to cooperative efforts of specialists in Arabic and specialists in teaching French for development of programs of French teaching in Arab countries should be supported.

   To assure continuity of operation, whenever it is feasible within the educational system of a resource country, organizations and institutions (e.g., universities) should develop long-term patterns of specialization in certain areas or countries involving exchange of personnel and joint programs of research and training.

   Programs for training foreigners in their own language by bringing them to those institutions in the resource countries which specialize in their areas should be strengthened.

7. National Coordination. In every resource country there should be at least one central organization which keeps in touch with current developments in second language teaching activities in the country and in other countries, maintains library and file facilities, and issues newsletters (either independently or through professional journals). In some countries this may be a government office, in others a quasi-governmental or private organization.

Suggested centers: United States — Center for Applied Linguistics; Great Britain — English-Teaching Information Centre of the British Council; France — Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (or the new Comité de Coordination des Stages pour l'Enseignement du Français, Langue Etrangère); Australia — Commonwealth Office of Education; Canada — University of Toronto.

Professional journals and newsletters should be supported in this connection. Examples: Le français dans le monde; English Language Teaching (in 2 or more editions); Language Learning; Linguistic Reporter; English - A New Language.

8. Country Plans. Since the nature of the need for actual use of the LWC varies very much from place to place, and the desires of the national governments vary considerably, efforts must always be made to determine the exact needs in a country and to make program plans appropriate to them rather than to attempt to use identical approaches throughout the world.

   Immediate short-term measures such as staffing schools with LWC teachers from resource countries should be regarded as temporary expedients and should be carried out in conjunction with long-term plans for building up indigenous resources.

9. International Coordination. Numerous centers exist throughout the world for research on, and the application and dissemination of ideas for the development of the teaching of LWC's. It is essential to encourage a closer liaison among these centers not only within a certain country, but among different countries. This liaison could take the form of exchange of specialists and study teams, the creation of international centers, and, above all, permanent exchange of information and materials.

   Also, it is possible that the activities of specialists from different countries working in the same part of the world overlap, but in order that their efforts should not weaken each other's position by going counter to one another, it would be desirable to create a spirit of overt cooperation between them wherever possible.

10. Regional Centers. Although most developments in the teaching of LWC's may be expected to take place in the context of single nations, whenever similiarities in problems and attitudes make a regional approach practicable this should be encouraged because of the more efficient utilization of resources. This may be especially effective for the preparation of instructional materials and research in methods. French and English should be handled at the same center when such an arrangement is feasible.

    It is also highly desirable that regional conferences be held from time to time to ensure exchange of ideas and coordination of work.

11. Methodology. It should be recognized that a variety of methods might be employed in meeting different objectives of second language teaching. There are, however, certain common factors: (a) in many countries there is need for much greater emphasis on oral training than is usually given; (b) there is need for the development of courses in special uses of English, e.g., technical English; and, (c) use should be made of the results of linguistic science wherever appropriate, such as in preparation of materials.

12. Linguistic Research. Standard descriptive research on the languages of the world must be accelerated and done more systematically. Linguistically sound, intelligible descriptions of the several hundred major languages of Asia and Africa must be produced.

    In the descriptive study of English and French, work on the modern written language and on the nature and extent of regional variations of educated conversational speech is especially important. Language teachers could find of particular value reference grammars of the LWC based on current methods of linguistic analysis.

    Contrastive studies of LWC's and other languages should be carried out for the purpose of pedagogical application. Ancillary research in applied linguistics and related fields should be supported.

13. Psycholinguistic Research. Very little basic work has been done on the psychological theory of language learning. The need for such research, especially in view of expanded second language teaching activities, is self-evident. It is therefore recommended that such research be encouraged and given support.

14. Sociolinguistic Research. Although linguistic research of the last fifty years has led to a remarkable understanding of the fundamental structural characteristics of languages and important aspects of the dynamics of language change, very little has been done on the role of language in society, the process of language standardization, the theory of translation, and a whole range of related problems. Linguists who are interested should be encouraged to formulate research projects in this field with the advice of the few senior scholars who have pioneered in it.